



**Emmanuel Bible College**  
**In Alliance with Nazarene Bible College**  
**BIB2013: Pentateuch**

**COURSE GENERAL INFORMATION:**

**Dates:** Course Schedule – 15 weeks plus one week of finals

**Credit Hours:** 3

**Prerequisites:** Introduction to the Old Testament and Biblical Interpretation.

**COURSE INSTRUCTOR:**

EBC Faculty

**Instructor:** EBC Faculty

**Address:** Online Curriculum

**Phone:** Home

Office

Cell Provide by Faculty

Fax

**Email:** Provided by Faculty

**COURSE DESCRIPTION:**

An exegetical study focusing on the historical, literary, and theological dimensions of the first five books in the Old Testament. *Prerequisites: Introduction to the Old Testament and Biblical Interpretation.*

**COURSE INTENDED LEARNING OUTCOMES:**

The following are intended learning outcomes specific to this course:

1. Gain familiarity with the content (including outline, structure, and major themes) of the Pentateuch.
2. Know the Ancient Near Eastern background related to the accounts in the Pentateuch.
3. Comprehend methodologies and major interpretations commonly applied to the study of the Pentateuch.
4. Understand the messages and theology evident in the Pentateuch.
5. Recognize how certain themes in the Pentateuch find fulfillment and application in the New Testament.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to identify the literary structure, the theological concepts and main story line of the Old Testament (CN-1).
2. Ability to describe the historical and cultural contexts of the major sections of the Old Testament (CN-2).
3. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis (CN-6).

**COURSE TEXTBOOKS:**

*Holy Bible.*

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or  
ESV

Fretheim, Terrence E. *The Pentateuch*. Abingdon Press, 1996. Interpreting Biblical Texts.  
ISBN: 9780687008421

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. 6th ed, Department of  
Bible and Theology, 2017.  
Print - PDF  
ISBN: 8780000122200

Hamilton, Victor P. *Handbook on the Pentateuch: Genesis, Exodus, Leviticus, Numbers,  
Deuteronomy*. 2nd ed, Baker Academic, 2015.  
ISBN: 9780801097737

**Supplemental:** (Not Required but Highly Recommended)

King, Thomas J. *Realignment of the Priestly Literature: The Priestly Narrative in Genesis and Its  
Relation to Priestly Legislation and the Holiness School*. Wipf & Stock, 2009.  
ISBN: 9781556356124

NOTE: Students are responsible to have the required textbooks prior to the first day of class.  
Students are also encouraged to begin reading the books in preparation for the class as soon as  
possible.

**COURSE RESOURCES:**

- **BIBLECENTRE:**  
The Bible Centre provides several valuable resources for Bible study. I especially want to draw  
your attention to the "Commentaries" section. There are a wide number of full commentaries  
that are available here. This is a good website for finding some commentaries that you might  
not otherwise have access to.
- **NET BIBLE:**  
This is an excellent resource that provides a good new translation of the Bible. Its greatest  
value for students, however, is the fact that it provides many notes along with the translation  
that are very helpful.

**BIBLIOGRAPHY**

Barton, John, and John Muddiman, eds. *The Pentateuch*. Oxford: University Press, 2001. Print. Oxford Bible  
Commentary.

Blenkinsopp, J. *The Pentateuch: An Introduction to the First Five Books of the Bible*. New York: Doubleday, 1992. Print.

Campbell, Antony F. and Mark A. O'Brien. *Sources of the Pentateuch: Texts, Introductions, Annotations* Minneapolis:  
Fortress Press, 1993. Print.

Clines, D.J.A. *The Theme of the Pentateuch*. Sheffield: JSOT Press, 1978. Print.

De Vries, S.J. "A Review of Recent Research in the Tradition History of the Pentateuch." *Society of Biblical Literature  
1987 Seminar Papers*, ed. Kent H. Richards, 459-502. Atlanta: Scholars Press, 1987. Print.

Fretheim, Terrence E. *The Pentateuch*. Nashville: Abingdon Press, 1996.

Hamilton, Victor P. Handbook on the Pentateuch. Grand Rapids: Baker Book House, 1982.

Levine, Baruch A. Leviticus. Philadelphia: Jewish Publication Society, 1989. Print. JPS Torah Commentary.

Lohfink, Norbert. Theology of the Pentateuch: Themes of the Priestly Narrative and Deuteronomy. Translated by Linda M. Maloney. Minneapolis: Fortress Press, 1994. Print.

McEvenue, Sean. Interpreting the Pentateuch. Collegeville: Liturgical Press, 1990. Print.

Milgrom, Jacob. Leviticus 1-16: A New Translation with Introduction and Commentary. New York: Doubleday, 1991. Print. Anchor Bible 3.

Milgrom, Jacob. Leviticus 17-22: A New Translation with Introduction and Commentary. New York: Doubleday, 2000. Print. Anchor Bible 3A.

Milgrom, Jacob. Leviticus 23-27: A New Translation with Introduction and Commentary. New York: Doubleday, 2001. Print. Anchor Bible 3B.

Noth, Martin. A History of Pentateuchal Traditions. Translated by Bernhard W. Anderson. Englewood Cliffs: Prentice-Hall, 1972. Print.

Rad, Gerhard von. Genesis. Rev. ed. Philadelphia: Westminster Press, 1972. Print. Old Testament Library.

Terrien, Samuel. "Toward a Biblical Theology of Womanhood." Religion in Life 42 (1973): 322-333. Print.

Trible, Phyllis. "A Love Story Gone Awry." Chap. in God and the Rhetoric of Sexuality. Philadelphia: Fortress Press, 1978. Print.

Vogt, Peter T. Interpreting the Pentateuch: An Exegetical Handbook. Grand Rapids: Kregel, 2009. Print. Handbooks for Old Testament Exegesis.

Wellhausen, Julius. Prolegomena to the History of Israel. Translated by J. Sutherland Black and Allan Menzies. Edinburgh: Adam and Charles Black, 1885; Chicago: American Theological Library Association, 1988. Text-fiche.

Whybray, R. Norman. Introduction to the Pentateuch. Grand Rapids: Eerdmans, 1995. Print.

## **COURSE REQUIREMENTS:**

### **Assignments:**

1. Students are expected to complete the assigned readings in time for the readings to inform the student's contribution to the discussion. The student is encouraged to read ahead as necessary in order to be prepared. "Scan" read when needed. This does two things for you: it gives you a passing acquaintance with the material overall, and it helps you to decide on which areas you need to focus for a more detailed study effort.
2. For some sessions, comprehension questions will be assigned in order to check the student's understanding of the material. Responses to the questions should, at the least, interact with the assigned reading.
3. For some sessions, an article critique will be due in order to enrich the student's understanding of the biblical books which are the focus of this course. Each critique should include the following two elements:
  - 1) a summation of the main points of the article,
  - 2) the student's reaction/response to the article.
4. Students will write a preliminary report concerning the passage about which they will write an exegetical paper.
5. Students will write an exegetical paper. Details concerning what should be included in the exegetical paper and how to properly format the exegetical paper are presented in the Student's Guide to Exegetical Work. It is important that you begin working on the exegetical paper right away.
6. Students will submit a reflection of the most significant aspects of each session.

## 7. Final Exam

### COURSE EVALUATION:

#### Grading Points

| Assignments:            | Points          | Total       | Final Grade % |
|-------------------------|-----------------|-------------|---------------|
| Comprehension Questions | 4 x 50 pts/each | 200         | 20%           |
| Article Critiques       | 4 x 50 pts/each | 200         | 20%           |
| Session Reflections     | 6 x 10 pts/each | 60          | 6%            |
| Preliminary Report      |                 | 150         | 15%           |
| Exegetical Paper        |                 | 250         | 25%           |
| Final Exam              |                 | 140         | 14%           |
|                         | <b>Total</b>    | <b>1000</b> | <b>100%</b>   |

#### Point Criteria

Point values for each assignment will be determined by the instructor's judgment regarding the quality of the work submitted. Quality will be measured according to **how well** each submission fulfills the described requirement(s) for the particular assignment. Thus, simply meeting the requirements of an assignment does not earn **all** of the possible points for the assignment. Points are assigned according to the **quality** of the work, as judged by the instructor.

#### Grade Scale

| Grade             | Percentage    | Points                                      | Description   |
|-------------------|---------------|---|---|
| A<br>Excellent    | 90 – 100%     | A = 930-1000<br>A- = 900-929                | Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject. |
| B<br>Very Good    | 89 – 89%      | B+ = 870-899<br>B = 830-869<br>B- = 800-829 | Considerable understanding; better than average accomplishment in mastering the subject.              |
| C<br>Satisfactory | 70 – 79%      | C+ = 770-799<br>C = 730-769<br>C- = 700-729 | Fulfills the basic requirements; acceptable progress toward mastering the subject.                    |
| D<br>Inferior     | 60 – 69%      | D+ = 670-699<br>D = 630-669<br>D- = 600-629 | Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.    |
| F<br>Failure      | 59% and below | F = 599 and below                           | Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.  |

### COURSE SCHEDULE:

#### I. Session One - Introduction to the Pentateuch

##### Reading Assignments

- Hamilton, Handbook on the Pentateuch: Begin reading ahead.
- Fretheim, The Pentateuch: Chapters 1 & 2.
- Bible Focus: begin reading ahead.

##### Comprehension questions

- Discuss the significance of the theme of "Covenant" in the Pentateuch. Be sure to mention each of the major covenants found in the Pentateuch.
- Describe what may be considered the central focus of the Pentateuch.
- Explain and defend your understanding of the authorship of the Pentateuch. Be sure to include your explanation for what appear to be duplications or repetitions in the text.

Article critique

Preliminary report

Session Reflection

## II. Session Two - Genesis: Origins & Patriarchal History

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part One (Chapters 1-5)
- Fretheim, The Pentateuch: Chapter 3.
- Bible Focus: Genesis.

Comprehension questions

- Genesis 1 and Genesis 2 are both identified as creation accounts. Each chapter presents a different emphasis related to God's creation. Describe the main message(s) of each chapter (that is, Genesis 1 and Genesis 2).
- Identify the following and state why they are significant to the study of the Pentateuch: Enuma Elish, Archives of Nuzi, Amurru (Amorites).
- What messages/insights about the character of God and plan of God are revealed through the Patriarchal accounts?

Article critique

Work on exegetical paper

Session Reflection

## III. Session Three - Exodus: Exodus Event & Sinai Covenant

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part Two (Chapters 6-10)
- Fretheim, The Pentateuch: Chapter 4.
- Bible Focus: Exodus.

Comprehension questions

- If events like the ten plagues in Egypt and the crossing of the Red Sea can be explained as naturally occurring phenomena, then explain how such events should still be considered miracles of God.
- Explain the significant message(s) and purpose which seem to be evident in the account of the ten plagues against Egypt (i.e., messages directed to Israel and to the Egyptians).
- Explain how the entire Law of God can be summed up in just two commandments.

Article critique

Continue work on exegetical paper

Session Reflection

## IV. Session Four - Leviticus: Sacrificial System & Holiness Code

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part Three (Chapters 11-15).
- Fretheim, The Pentateuch: Chapter 5.
- Bible Focus: Leviticus.

Article critique  
Continue work on exegetical paper  
Session Reflection

**V. Session Five - Numbers: Completion of Wilderness Sojourn**

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part Four (Chapters 16-18).
- Fretheim, The Pentateuch: Chapter 6.
- Bible Focus: Numbers.

Comprehension questions

- Describe the similarities and differences between a priest and a Levite.
- Discuss what can be learned from the series of challenges to authority which is described in the book of Numbers.
- Explain how the account regarding Balak and Balaam illustrates one of God's greatest miracles.

Exegetical Paper

Session Reflection

**VI. Session Six - Deuteronomy: Preparation to Enter Promised Land**

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part Five (Chapters 19-23).
- Fretheim, The Pentateuch: Chapter 7.
- Bible Focus: Deuteronomy.

Final Exam

Session Reflection

## **COURSE POLICIES:**

### **Student Learning Information**

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism\*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. \*(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at [ebcministry.edu](http://ebcministry.edu)

## APPENDIX ONE

### A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

#### HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
  - 1. **FINAL GRADE**  
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
  - 2. **COURSE SYLLABUS** (which must provide the following)
    - a. Instructor qualifications
    - b. The course title and description
    - c. The course purpose and objectives
    - d. A list of textbooks and other curricular material used in appropriate bibliographical form
    - e. The course requirements and some idea of the instructor's criteria for assigning grades
    - f. Seat time – the number of periods the class met and the length of each period
  - 3. **ASSIGNMENTS**  
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).  
Arrange in chronological order according to the class schedule in the syllabus.
  - 4. **EXAMS/TESTS/QUIZZES** – original and graded
  - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

***Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.***

#### HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at [www.nbc.edu](http://www.nbc.edu).
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).  
Mrs. Cheryl Graves  
Nazarene Bible College  
Alliance for Ministry Education  
17001 Prairie Star Parkway Suite 300  
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.